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ABSTRACT

The teacher directed document defines career education and outlines suggestions regarding career education at the community college level. The pamphlet provides outlines for a community college career education model and checklists delineating administrative personnel program responsibilities and the possible roles of staff members, including academic, vocational, and student services instructors and counselors. A list of broad suggestions regarding career education objectives is also included. (LH)

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the Community College and Career Education

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Wenatchee Valley Community College

Career Education Project

Cashmere, Washington 98815

Washington State Coordinating Council for Occupational Education

Research and Development Project

in Career Education

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INTRODUCTION

This booklet originated because of an existing need for a better and more thorough understanding of what career education is, and what it intends to accomplish with young people in the community college of the state of Washington. It is hoped that it will serve the purpose of reducing confusion regarding career education programs, and at the same time act as an aid to instructors who will include concepts of career education into their present teaching.

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Philosophy/Goals/Rationale

The comprehensive community college is unique among post-secondary educational institutions in that it is concerned with, and has within its enabling legislative charge, the total educational needs of most any individual within a segment of the public.

Concomitantly, it can't be overly concerned with any single educational service, i.e., academic instruction, vocational training, psychological counseling, leadership development. The concept of Career Education encompasses these parameters.

Introduction

The open door concept makes post-secondary education accessible to all individuals irrespective of the quality or extent of their previous educational experiences.

Accordingly, the comprehensive community college enrolls students whose readiness for the educational process varies substantively. While many students are fully prepared for a successful experience, the majority of community college students arrive with intellectual, academic, or psychological developmental levels which will limit their success.

Most of the students come with the expectation of success and the understanding that the comprehensive community college has the resources and full range of educational services and personnel to enable them to reach their goals and expectations.

WHAT IS CAREER EDUCATION?

CAREER EDUCATION is a concept which conveys the belief education should be preparatory for all persons; preparatory for those who will enter the world of work as well as those who will enter college.

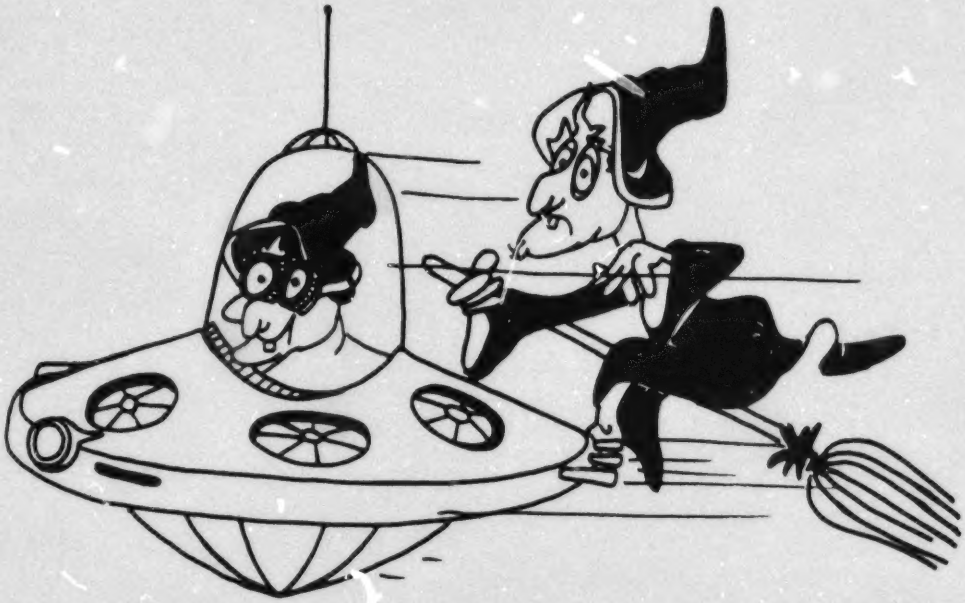
CAREER EDUCATION is the latest thing in education, but it is not necessarily new nor is it a fad or a revolutionary approach to education.

CAREER EDUCATION calls for the combining of "formal educational experiences"... the classroom ... with the reality of the world or work. It's not for any one particular group, and it's not an attempt to replace the existing educational program with a whole new one.

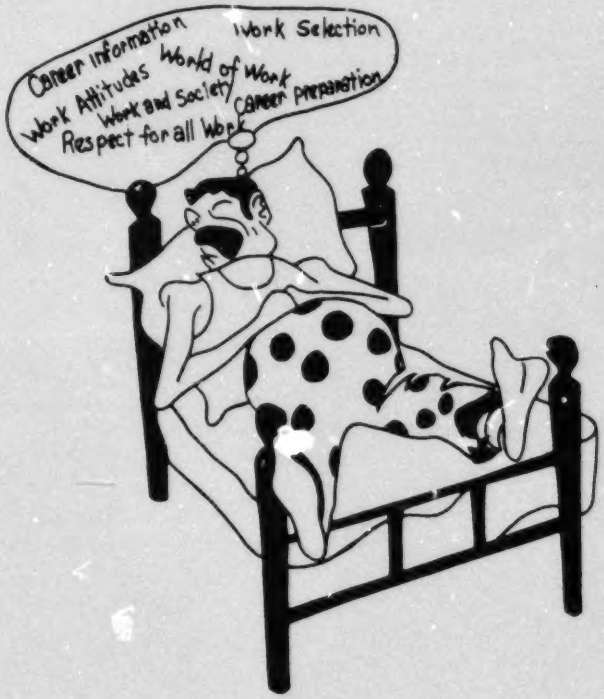
CAREER EDUCATION calls for orienting students toward careers so they can make knowledgeable and intelligent career choices. This is accomplished by making students aware of various occupational groups or clusters of occupations.

CAREER EDUCATION is a flexible concept, an evolving idea, a means of reforming the existing system so that it effectively responds to the needs and demands of today's modern, complex, and ever-changing world.

CAREER EDUCATION is an attempt to show students that people work for a variety of reasons: economic stability; the economic means for developing talents, interest, and use of leisure time; to contribute economically to the society in which we live; to gain satisfaction from a job well done; and to gain pride and prestige in work.



CAREER EDUCATION includes the development of awareness in and information about the many careers available, the individual in relation to where he or she may fit into the world of work, development of a good attitude toward work and society, and respect for workers in all areas of employment, prerequisite to selecting and preparing for a specific career.



POSSIBLE COMMUNITY COLLEGE CAREER EDUCATION MODEL

Initial Phase

Selection

Process
1. Increased Knowledge of Self
2. Increased Knowledge of World of Work

Preparation

Process
1. Specific Skill Training
2. General Education and Background for Additional Schooling
3. Acquisition of Personal Social Skills & Adjustment Techniques

Placement

Process
1. Acquiring Job Acquisition Techniques
   - Career Placement
   - Part-time Placement

Continuing Phase

Retraining/Recycling Effort

Process
1. New Programs
2. Different but Related Programs
3. Integrative or Adjustment to Change Support Programs (Personal Social)

Supplementary Effort

Process
1. Supplementary or Upgrading Skill Training
2. Management Leadership Training
3. Personal Adjustment/Effectiveness Training

Adult Education

Process
1. Integrate into World of Work
2. Qualify for Advanced Training
3. Removal of Artificial Barriers

ADMINISTRATIVE PERSONNEL

1. Identify a person, on each campus, to have responsibility for decisions related to Career Education goals.

2. Express a commitment, philosophical as well as monetary to Career Education concepts.

3. To provide a climate which encourages and rewards new and constructive thinking and methodology.

4. Provide backing and administrative "clout" in the decision making circles.

5. Develop and promote cooperative interdisciplinary efforts.

6. Provide a climate which encourages people within the community regardless of age, sex, social or economic standing, etc. to approach the community college for assistance.

POSSIBLE ROLES OF COMMUNITY COLLEGE STAFF

A. Academic Instructor

1. To define and articulate career choices and options available to students within the discipline per se.

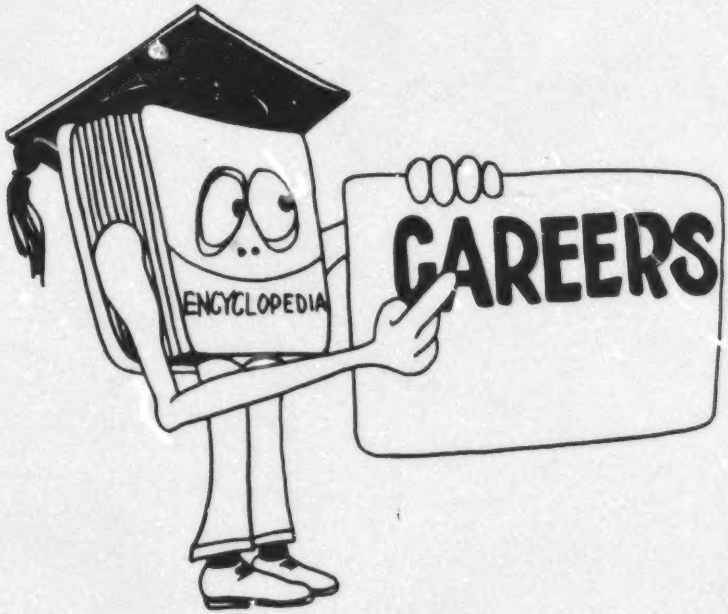
2. To relate the knowledge and skills of the discipline to all careers and day-to-day living.

3. To develop and encourage complimentary and cooperative attitudes and understandings, not competitive or "class" oriented approaches.

4. To integrate academic experiences with applied experiences of students.

5. To understand and apply knowledge of academic discipline to career choice.

6. To assist students with understanding financial and legal instruments which protect and govern employees, those related to a particular discipline.



B. Vocational Instructors

1. To define and articulate the specifics of their specialty in terms of:
   a. Prerequisite skills necessary for training
   b. Expectations during training
   c. Expectations following training
2. To incorporate related courses and "living" skills into specific program or trade package.
3. To demonstrate pride and respect and understanding of the worth and dignity of that for which they are preparing sutdents.
4. Have students demonstrate through planned work experience, acceptable knowledge (level) of employable skills.
5. Explain how life styles and careers are intertwined interrelated.
6. Do an indepth study of selected career and determine some alternatives if selected career should become obsolete.

C. Student Services Instructors/Counselors

1. To provide management-type leadership in the area of informational development and delivery systems.

2. To develop and/or provide the human potential and leadership training and integrative programs and activities.

3. To develop programs and relationships and understandings among and between students and faculty.

4. To provide a certain amount of advocacy based on their broad contact with all components and aspects of the institution.

5. Formulate self-awareness experiences and look realistically at assets and liabilities.

6. Develop an area, non-professional guidance cadre, to assist student services with realistic occupational information.

7. Utilize instructional staff to assist with follow-up and interpretation of aptitude batteries.

8. Provide adult vocational guidance for persons displaced by technology.

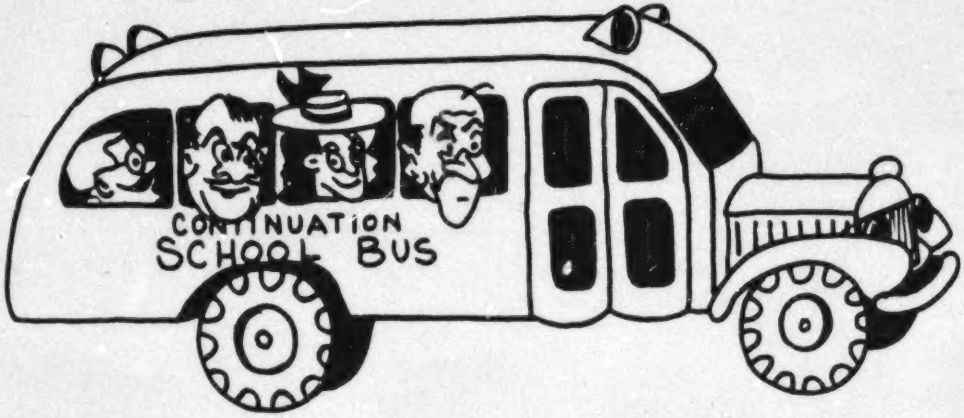
D. Continuing Education

1. To make the community college available to the community for the personal, social, and career assistance it may provide.

2. Provide retraining for persons for emerging occupations.

3. Provide retraining for persons who feel they need upgrading in their occupation.

4. Provide retraining for those persons desiring to change their occupation.



SOME SUGGESTIONS FOR CAREER EDUCATION IN COMMUNITY COLLEGES

1. Preparation by examining personal values, goals, and experiences and by analyzing present and projected life styles.

2. Preparation through the examination of values and rewards associated with a job.

3. Preparation of a plan for long range goals and realize that these career oriented goals must consider flexible alternatives, then associate these goals with courses taken in school.

4. Preparation by examining training, (education), cost, and other requirements involved in a particular career choice. Also, investigation of how one may finance the necessary training or education.

5. Preparation by developing skills, knowledge and attitudes through on-the-job experiences, laboratory experiences and/or collections of data about a particular career, observations, and refinement of "academic" skills related to career choice.

6. Preparation of personnel description through surveys of jobs.

7. Preparation through the association of academic subjects to careers and recognize the educational steps necessary to qualify for a particular career.

8. Preparation by demonstrating academic requirements, personal requirements, communication requirements, and proper attitudes toward a career choice.

9. Preparation by informing students of the proper procedures and policies of seeking employment.

REMEMBER: THE OVERALL PURPOSE OF CAREER EDUCATION IS TO EXPOSE YOUNG PEOPLE TO A WIDE VARIETY OF OCCUPATIONAL AREAS; TO MAKE THEM AWARE OF CAREERS THEY MAY NOT KNOW ABOUT; AND TO DEVELOP AN INTEREST, EARLY IN LIFE, ABOUT CAREERS A STUDENT MAY WISH TO INVESTIGATE.